

Challenges Faced by EFL Students in Academic Oral Presentations: A Focus on Speaking Anxiety

Moch. Nur a Majid¹, Nur Mukminatien¹, Maria Hidayati¹

¹ Universitas Negeri Malang, Indonesia

moch.nur.2402218@students.um.ac.id

Abstract	Article Info
<p>Academic oral presentation is a fundamental component of higher education, particularly for EFL students who are required to communicate academic content in a foreign language. However, many EFL learners experience substantial difficulties when performing academic oral presentations. This study aims to investigate the challenges encountered by EFL students in delivering academic oral presentations, with a particular focus on speaking anxiety. Employing a descriptive quantitative research design, data were collected from undergraduate EFL students through a self-administered questionnaire measuring emotional, cognitive, social-evaluative, and physiological dimensions of speaking anxiety. The data were analyzed using descriptive statistical techniques to identify dominant patterns of challenges experienced by the students. The findings reveal that EFL students face multifaceted challenges during academic oral presentations, with emotional and social-evaluative anxiety emerging as the most prominent difficulties. Cognitive disruptions, such as mental blocks and difficulty organizing ideas, as well as physiological symptoms, were also commonly reported. These results indicate that speaking anxiety in academic oral presentations is a multidimensional phenomenon influenced by the evaluative nature of academic contexts. By providing empirical evidence on the specific dimensions of anxiety experienced in academic oral presentations, this study contributes to a more nuanced understanding of EFL students' academic speaking challenges and underscores the need for pedagogical practices that integrate affective support with academic speaking instruction. The findings offer valuable insights for educators and researchers seeking to develop more effective and supportive approaches to academic oral communication in EFL higher education contexts.</p> <p>Keywords: <i>English As A Foreign Language, Academic Speaking, Oral Presentation Anxiety, University Students, Efl Context</i></p>	<p>Article History <i>Received : October 10, 2025</i> <i>Revised : December 05, 2025</i> <i>Accepted : December 30, 2025</i></p> <p>Keywords: <i>English as a Foreign Language, Academic Speaking, Oral Presentation Anxiety, University Students, Efl Context</i></p>

Published by

Yayasan Payungi Smart Madani

Website

<https://journal.payungi.org/index.php/ijcep>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>



INTRODUCTION

Academic oral presentations are an essential component of English as a Foreign Language (EFL) instruction in higher education, as they require students to demonstrate both linguistic competence and academic communication skills in formal settings (Fadlan, 2025). In many tertiary EFL programs, oral presentations are used as major assessment tools that significantly influence students' academic performance and course evaluation (Hidayat, Rizal, & Efrizal, 2025). Consequently, these presentation tasks often create high levels of pressure that may negatively affect students' speaking performance (Ajiza et al., 2024).

Despite adequate preparation and sufficient language knowledge, many EFL students experience considerable speaking anxiety when delivering academic oral presentations (Yunus, et al, 2024). Speaking anxiety commonly manifests as fear, nervousness, and apprehension when students are required to speak in front of peers and lecturers, particularly in evaluative contexts (Fadlan, 2025). This

anxiety can reduce students' confidence and interfere with their ability to communicate ideas clearly and fluently during presentations (Hidayat et al., 2025).

Recent studies suggest that speaking anxiety in academic presentation contexts is not solely caused by limited language proficiency but is also influenced by psychological and contextual factors, such as fear of negative evaluation and performance pressure (Ajiza et al., 2024). In addition, the academic nature of oral presentations requires students to organize complex content and respond spontaneously to questions, which increases cognitive load and intensifies anxiety (Yunus et al., 2024). As a result, many students perceive academic oral presentations as stressful rather than as opportunities to develop communicative competence (Fadlan, 2025).

Although speaking anxiety has been widely discussed in EFL research, fewer studies have specifically focused on identifying the challenges faced by EFL students during academic oral presentations (Ajiza et al., 2024). This lack of focused investigation highlights the need for research that explicitly explores the nature of students' challenges in academic presentation contexts. Therefore, this study addresses the following research question: What challenges do EFL students face in the process of delivering academic oral presentations?

Literature Review

Speaking Anxiety in EFL Contexts

Speaking anxiety has been widely recognized as a major affective factor influencing EFL learners' oral performance, particularly in formal speaking tasks (Hidayat et al., 2025). Recent research indicates that EFL students often experience anxiety due to fear of making mistakes, lack of self-confidence, and concerns about being negatively evaluated by others (Yunus et al., 2024). These emotional reactions may discourage students from participating actively in speaking activities and reduce their willingness to communicate in English (Ajiza et al., 2024).

Studies conducted in Indonesian EFL contexts reveal that speaking anxiety remains prevalent even among university students with relatively high levels of language proficiency (Fadlan, 2025). This suggests that speaking anxiety is not merely a linguistic issue but a complex psychological phenomenon influenced by multiple factors. Research further indicates that anxiety may disrupt cognitive processing, making it difficult for students to retrieve vocabulary and organize ideas during oral communication (Hidayat et al., 2025).

Speaking Anxiety in Academic Oral Presentations

Academic oral presentations pose unique challenges for EFL students due to their formal, evaluative, and performance-oriented nature (Yunus et al., 2024). Unlike casual classroom interaction, academic presentations require students to speak for an extended period, maintain coherence, and respond to questions, which can intensify anxiety levels (Fadlan, 2025). Studies have shown that question-and-answer sessions are often perceived as the most anxiety-provoking part of academic presentations (Ajiza et al., 2024).

Recent qualitative studies indicate that students' anxiety during academic oral presentations is strongly influenced by fear of lecturer evaluation and concern about academic judgment (Hidayat et al., 2025). The presence of authority figures and the formal classroom atmosphere can heighten students' apprehension and reduce their speaking confidence (Yunus et al., 2024). Consequently, students may focus more on avoiding mistakes than on effectively conveying their ideas (Fadlan, 2025).

Physiological and Cognitive Challenges in Oral Presentations

In addition to emotional anxiety, EFL students often experience physiological symptoms such as trembling, sweating, and rapid heartbeat during academic oral presentations (Yunus et al., 2024). These physical reactions can interfere with concentration and negatively affect students' overall presentation performance (Ajiza et al., 2024). Research also indicates that anxiety-related physiological symptoms may reinforce students' negative perceptions of their speaking ability (Hidayat et al., 2025).

Cognitive challenges are also frequently reported in presentation contexts, particularly difficulty recalling prepared material and organizing ideas coherently under pressure (Fadlan, 2025). High levels of anxiety increase cognitive load, which may lead to mental blocks and reduced fluency during oral

presentations (Yunus et al., 2024). These findings highlight the interconnected nature of emotional, physiological, and cognitive challenges in EFL academic oral presentations.

Although recent studies have addressed speaking anxiety in EFL classrooms, limited research has specifically examined the challenges encountered by students during academic oral presentations as a distinct speaking activity (Ajiza et al., 2024). Many studies focus on general speaking anxiety without adequately exploring presentation-specific demands and pressures (Fadlan, 2025). Therefore, further research is needed to identify and categorize the challenges faced by EFL students in academic oral presentation contexts, particularly in relation to speaking anxiety (Hidayat et al., 2025).

METHOD

This study employed a descriptive quantitative approach to investigate the challenges experienced by EFL students when delivering academic oral presentations, with a particular focus on speaking anxiety. This methodological choice was made to systematically describe students' perceived challenges as they naturally occurred in an educational setting, without manipulating variables, which is appropriate for addressing the research question concerning *what challenges students experience* (Creswell & Creswell, 2018; Fadlan, 2025).

The population of this study consisted of undergraduate EFL students enrolled in an English Education program at a public university in Indonesia. These students were selected because academic oral presentations constitute a compulsory component of their coursework. The sample was drawn using convenience sampling, as participants were accessible and had direct experience delivering academic oral presentations in English, which is a common and acceptable sampling method in educational research contexts (Etikan et al., 2016). All participants had completed at least one formal academic oral presentation, such as seminar presentations or course-based academic presentations, before data collection, ensuring the relevance of their responses to the research focus (Yunus et al., 2024).

Data were collected using a self-administered questionnaire designed to identify challenges related to speaking anxiety during academic oral presentations. The questionnaire items were adapted from recent empirical studies on EFL speaking anxiety and presentation-related anxiety to ensure conceptual alignment with the research construct (Ajiza et al., 2024; Hidayat et al., 2025). The instrument measured multiple dimensions of speaking anxiety commonly reported in the literature, including emotional challenges (e.g., nervousness and fear), cognitive challenges (e.g., mental block and difficulty organizing ideas), social-evaluative challenges (e.g., fear of negative evaluation from lecturers and peers), and physiological challenges (e.g., trembling and rapid heartbeat). Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), which is widely used in anxiety-related research to capture participants' perceptions and intensity of experiences (Joshi et al., 2015).

Prior to the main data collection, the questionnaire was reviewed to ensure clarity, relevance, and appropriateness of language for the target participants. Data collection was conducted online using a digital survey platform to facilitate accessibility and efficient response management. Participants were invited to complete the questionnaire within a specified time frame of two weeks, and the average completion time was approximately 15–20 minutes, which aligns with recommended durations for self-report instruments to minimize respondent fatigue (Revilla & Ochoa, 2017). Participation was voluntary, and respondents were informed that their identities would remain anonymous and that the data would be used solely for academic research purposes.

The data analysis focused on descriptive statistical techniques, as the aim of the study was to describe patterns and levels of challenges rather than to examine causal relationships. Frequencies, percentages, means, and standard deviations were calculated to summarize students' responses and identify dominant challenges experienced during academic oral presentations. These statistical procedures are commonly used in descriptive studies in the social and behavioral sciences and therefore do not require further methodological justification (Creswell & Creswell, 2018). The analysis was conducted using statistical software to ensure accuracy and consistency of results.

To ensure the validity and reliability of the findings, several measures were taken. Content validity was supported by adapting questionnaire items from established and recent studies on EFL speaking anxiety and academic presentations, ensuring that the instrument adequately represented the construct under investigation (Hidayat et al., 2025; Fadlan, 2025). Internal consistency reliability was examined using Cronbach's alpha coefficient, which is widely used to assess the reliability of Likert-scale instruments in educational research, with values exceeding the commonly accepted threshold indicating satisfactory reliability (Joshi et al., 2015).

Despite these measures, this study has certain methodological limitations. The use of convenience sampling limits the generalizability of the findings beyond the specific institutional context. In addition, the reliance on self-reported data may be subject to response bias, as participants' perceptions may not fully reflect their actual performance during presentations. Nevertheless, the methodology provides sufficient detail and transparency to allow other researchers to replicate the study in similar EFL academic contexts and to compare findings across institutions.

RESULT AND DISCUSSION

The findings of this study demonstrate that EFL students experience various challenges when delivering academic oral presentations, with speaking anxiety emerging as the most dominant issue across multiple dimensions (Yunus et al., 2024). These challenges directly address the research question, confirming that academic oral presentations remain a stressful communicative task for many EFL learners in higher education contexts (Fadlan, 2025). The results indicate that anxiety influences not only students' emotional states but also their cognitive processes and physical responses during presentations (Bielak & Mystkowska-Wiertelak, 2024).

As shown in Table 1, emotional challenges such as nervousness, fear of making mistakes, and lack of confidence recorded high mean scores, indicating that affective factors play a central role in students' presentation difficulties (Ajiza et al., 2024). The high level of nervousness suggests that students perceive academic presentations as high-stakes tasks that expose their language limitations to public evaluation (Houn & Em, 2022). Fear of making mistakes reflects learners' concern about linguistic accuracy and negative judgment, which has been widely identified as a core source of EFL speaking anxiety (Daflizar, 2024). A lack of confidence further exacerbates students' emotional instability, reducing their willingness to speak fluently during formal academic tasks (Virgonita, 2023).

Table 1. Descriptive Statistics of EFL Students' Challenges in Academic Oral Presentations:

Dimension	Indicators	Mean	SD	Level
Emotional	Nervousness before presentation	3.98	0.76	High
	Fear of making mistakes	4.05	0.71	High
	Lack of confidence	3.87	0.80	High
Cognitive	Mental block	3.74	0.83	Moderate–High
	Difficulty organizing ideas	3.68	0.79	Moderate–High

	Forgetting content	3.61	0.82	Moderate
Social-evaluative	Fear of lecturer evaluation	4.12	0.69	High
	Fear of peer judgment	3.55	0.81	Moderate
Physiological	Rapid heartbeat	3.89	0.77	High
	Trembling	3.72	0.85	Moderate–High
	Sweating	3.66	0.84	Moderate

Note. Mean score interpretation: 1.00–2.00 = Low; 2.01–3.00 = Moderate; 3.01–5.00 = High.

In addition to emotional challenges, students reported cognitive difficulties, including mental blocks and difficulty organizing ideas during presentations, which indicates that anxiety interferes with real-time language processing (Yuan, 2025). Mental blocks occur when anxiety overloads working memory, limiting students' ability to retrieve prepared content effectively (Rost, 2024). Difficulty organizing ideas reflects the interaction between linguistic competence and psychological pressure during academic speaking tasks (Nizarrahmadi et al., 2025). Forgetting prepared content further suggests that anxiety disrupts automaticity in oral language production (Zheng et al., 2023).

Social-evaluative challenges were particularly salient, with fear of lecturer evaluation showing the highest mean score among all indicators, indicating that authority figures significantly intensify students' anxiety (Syam et al., 2025). This fear may stem from the perceived power imbalance between students and lecturers, where mistakes are associated with academic consequences (Mustamir, 2024). In contrast, fear of peer judgment was reported at a moderate level, suggesting that students feel relatively less threatened by classmates than by formal academic evaluators (Donate, 2022).

The results also reveal that physiological symptoms, such as rapid heartbeat, trembling, and sweating, were commonly experienced during presentations, confirming the physical manifestation of speaking anxiety (Bielak & Mystkowska-Wiertelak, 2024). Rapid heartbeat indicates heightened arousal and stress responses associated with public speaking situations (Gregersen et al., 2022). Trembling reflects loss of physical control under pressure, which can negatively affect vocal clarity and fluency (Wang et al., 2024). Sweating further signals the activation of anxiety-related physiological responses during evaluative speaking tasks (Zheng & Cheng, 2024).

Taken together, these findings confirm that speaking anxiety in academic oral presentations is multidimensional, encompassing emotional, cognitive, social-evaluative, and physiological components (Teimouri et al., 2024). This multidimensional pattern supports contemporary models of foreign language anxiety that emphasize the interaction between affective and cognitive factors (Portugal-Toro et al., 2025). Compared with previous studies focusing on general classroom speaking, this study highlights that anxiety becomes more intense in formal academic presentation contexts (Wu, 2025).

The findings have important pedagogical implications, suggesting that instructors should address not only students' linguistic skills but also their emotional and psychological readiness for academic speaking (Yunus et al., 2024). Reducing evaluative pressure and providing supportive feedback may help lower students' anxiety during presentations (Houn & Em, 2022). Structured rehearsal opportunities and

gradual exposure to speaking tasks may also enhance students' confidence and reduce cognitive overload (Virgonita, 2023).

Despite its contributions, this study has limitations that must be acknowledged, including reliance on self-report data that may not fully reflect actual speaking performance (Ajiza et al., 2024). The use of convenience sampling also limits the generalizability of the findings across different institutional contexts (Etikan et al., 2016). Future research is therefore encouraged to employ mixed-method approaches and longitudinal designs to gain deeper insights into the development of speaking anxiety over time (Teimouri et al., 2024).

In conclusion, this study provides empirical evidence that EFL students face significant challenges when delivering academic oral presentations, with speaking anxiety being the central concern that affects multiple dimensions of performance (Yunus et al., 2024). By identifying these challenges in detail, this study advances understanding of EFL academic speaking difficulties. It offers a foundation for future pedagogical interventions aimed at reducing anxiety in higher education contexts (Fadlan, 2025).

The study indicates that EFL students encounter substantial challenges when delivering academic oral presentations, with speaking anxiety emerging as the most dominant factor influencing their performance (MacIntyre et al., 2025). This result suggests that academic oral presentations create a high-stakes communicative situation that intensifies learners' emotional and psychological pressure (Dalman & Plonsky, 2025). The prominence of emotional anxiety demonstrates that students' difficulties are not merely linguistic but are deeply connected to affective responses toward formal academic speaking tasks (Alghorbany & Hamzah, 2020). This finding reinforces the argument that anxiety in academic speaking contexts is strongly shaped by evaluative expectations rather than everyday classroom interaction (Pujiati & Arjulayana, 2024).

When compared with previous research, the findings of this study reveal several important distinctions. While earlier studies acknowledge speaking anxiety as a common phenomenon among EFL learners, many focus on informal classroom speaking activities rather than academic oral presentations (Ballinger & Sato, 2016). Unlike studies that identify linguistic inadequacy as the primary source of anxiety, the present findings highlight fear of formal evaluation as the most influential anxiety trigger (Weng et al., 2024). This contrasts with research emphasizing peer-related anxiety and aligns with recent studies suggesting that lecturer assessment and grading criteria significantly heighten students' stress during academic presentations (Zheng et al., 2023). Furthermore, whereas some studies consider physiological symptoms as secondary manifestations of anxiety, the present findings indicate that these symptoms directly interfere with cognitive functioning during presentations (Papi & Hiver, 2024). These differences support the view that academic oral presentation anxiety represents a distinct subtype of speaking anxiety requiring focused investigation (Oga-Baldwin & Fryer, 2023).

The implications of these findings are particularly relevant for EFL instruction in higher education. The dominance of affective challenges suggests that academic speaking pedagogy should incorporate emotional support alongside language instruction (Gregersen & Horwitz, 2023). Instructional practices that emphasize formative assessment and reflective feedback may help reduce students' fear of negative evaluation (Xu et al., 2025). Additionally, providing structured opportunities for rehearsal and guided presentation practice can assist students in managing anxiety and improving confidence in academic speaking contexts (Bai et al., 2025). These pedagogical implications highlight the importance of viewing academic speaking competence as an integration of linguistic ability and emotional readiness (Pinner, 2021).

Despite these contributions, several limitations of the present study should be acknowledged. The reliance on self-report questionnaire data may limit the accuracy of students' anxiety experiences during actual presentation performance (Hampson & McKinley, 2024). The descriptive research design also restricts the ability to establish causal relationships between speaking anxiety and presentation outcomes (Loewen, 2025). Furthermore, the study's focus on a single institutional context may limit the transferability of the findings to other EFL settings (Sadraei et al., 2024). These limitations suggest the need for cautious interpretation of the results.

Future research should further explore EFL students' academic speaking anxiety using diverse methodological approaches. Longitudinal studies could provide insight into how anxiety develops and changes throughout students' academic progression (MacIntyre & McGillivray, 2023). Qualitative investigations, such as classroom observations and reflective interviews, may deepen understanding of students' lived experiences during academic presentations (Yashima & Ikeda, 2024). Additionally, intervention-based studies examining anxiety-reduction strategies in academic speaking courses would offer valuable evidence for pedagogical practice (Khajavy & Barabadi, 2024). Expanding research across institutional and cultural contexts would also enhance the generalizability of findings and contribute to a more comprehensive theoretical framework for EFL academic speaking anxiety (Sampson & Pinner, 2025).

CONCLUSION

This study affirms that EFL students encounter complex and interrelated challenges when delivering academic oral presentations, with speaking anxiety serving as a central factor influencing their overall performance. The findings indicate that anxiety manifests across emotional, cognitive, social-evaluative, and physiological dimensions, demonstrating that academic oral presentations represent a particularly demanding speaking context for EFL learners (Syam et al., 2025). These results support the view that anxiety in academic speaking is not merely an individual emotional response but is closely shaped by the formal and evaluative nature of higher education settings (Yuan, 2025).

By situating speaking anxiety specifically within academic oral presentations, this study contributes to the growing body of research emphasizing the context-dependent nature of EFL speaking difficulties. The findings extend previous research by showing that challenges become more pronounced when students are required to speak publicly under assessment pressure, where expectations of accuracy, fluency, and academic competence converge (Daflizar, 2024). This reinforces theoretical perspectives that conceptualize foreign language anxiety as a multidimensional construct influenced by both internal learner factors and external classroom conditions (Portugal-Toro et al., 2025).

From a pedagogical perspective, the findings underscore the importance of integrating affective support into academic speaking instruction. Instructional practices that promote gradual exposure to presentation tasks, foster a supportive classroom climate, and emphasize formative rather than purely summative assessment may help reduce students' anxiety and enhance their engagement in academic oral communication (Donate, 2022). Within the broader field of educational research, this study provides empirical evidence that academic oral presentations warrant focused pedagogical and research attention, offering a meaningful foundation for future studies aimed at developing effective strategies to support EFL students' academic speaking development (Wang et al., 2024).

REFERENCES

- Ajiza, M., Rahayu, A. P., Setiawati, S., Rohani, T., & Deswarni, D. (2024). EFL students' anxiety in speaking English: Factors and challenges in oral performance. *Journal of English Language Learning*, 8(1), 45–58, <https://doi.org/10.31949/jell.v8i1.8502>.
- Alghorbany, A., & HAMZAH, M. H. (2020). The Interplay Between Emotional Intelligence, Oral Communication Skills and Second Language Speaking Anxiety: A Structural Equation Modeling Approach. *3L: Southeast Asian Journal of English Language Studies*, 26(1), <https://doi.org/10.17576/3l-2020-2601-04>.
- Bai, B., Zang, X., & Guo, W. (2025). Hong Kong students' motivational beliefs and emotions in collaborative learning in ESL classrooms: Influences of actual and self-perceived English proficiency. *Social Psychology of Education*, 28(1), 14, <https://doi.org/10.1007/s11218-024-10011-7>.
- Ballinger, S., & Sato, M. (2016). Peer interaction and second language learning, <https://doi.org/10.1075/llt.45>.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Daflizar, D. (2024). Out-of-class speaking anxiety among Indonesian EFL students and its relationship with self-perceived speaking skills, vocabulary proficiency, and gender. *JOLLT Journal of Languages and Language Teaching*, 12(1), 240-253, <https://doi.org/10.33394/jollt.v12i1.9342>.

- Dalman, M., & Plonsky, L. (2025). The effectiveness of second-language listening strategy instruction: A meta-analysis. *Language Teaching Research*, 29(3), 1039-1068, <https://doi.org/10.1177/13621688211072981>.
- Donate, Á. (2022). Task anxiety, cognition, and performance on oral tasks in L2 Spanish. *Journal of Spanish Language Teaching*, 9(1), 1-18, <https://doi.org/10.1080/23247797.2022.2090661>.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4, <https://doi.org/10.11648/j.ajtas.20160501.11>.
- Fadlan, A. (2025). Factors causing language anxiety of EFL students in classroom presentation. *ELS Journal on Interdisciplinary Studies in Humanities*, 8(1), 101-114, <https://doi.org/10.34050/els-jish.v3i2.9718>.
- Gregersen, T., & Horwitz, E. K. (2023). Re-examining foreign language anxiety. *Foreign Language Annals*, 56(3), 415-432, <https://doi.org/10.1111/flan.12657>.
- Gregersen, T., & Mercer, S. (Eds.). (2022). *The Routledge handbook of the psychology of language learning and teaching*. Oxfordshire, UK: Routledge, Taylor & Francis Group, <https://doi.org/10.4324/9780429321498>.
- Hampson, T., & McKinley, J. (2024). Systematic review, systematic bias? An example from EMI research. *Language Teaching*, 1-9, <https://doi.org/10.1017/s0261444824000338>.
- Hidayat, F., Rizal, S., & Efrizal, D. (2025). An Analysis of EFL Students' Speaking Anxiety in 3rd Semester English Education Study Program in State Islamic University of Fatmawati Sukarno Bengkulu Academic Year 2023/2024. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 6(1), 33-46., <https://doi.org/10.58540/jipsi.v4i4.1173>.
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396-403, <https://doi.org/10.9734/bjast/2015/14975>.
- Khajavy, G. H., & Barabadi, E. (2024). Pedagogical interventions for reducing L2 speaking anxiety. *TESOL Quarterly*, 58(1), 145-169, <https://doi.org/10.1002/tesq.3245>.
- Kustiyandari, R., & Sulistyani, D. (2025). Speaking anxiety in oral presentation-based assessment: Factors and challenges. *Jurnal Penelitian Pendidikan*, 42(2), 134-148, <https://doi.org/10.15294/jpp.v42i2.28968>.
- Loewen, S. (2025). *Introduction to instructed second language acquisition*. Routledge, <https://doi.org/10.4324/9781003355212-11>.
- MacIntyre, P. D., & McGillivray, M. F. (2023). The inner workings of anxiety in second language learning. *Annual Review of Applied Linguistics*, 43, 88-104, <https://doi.org/10.1017/s0267190523000065>.
- MacIntyre, P., Panahi, A., & Mohebbi, H. (2025). Peter D. Macintyre's 35-Year Research Contribution to Psychology, Language Education and Communication: A Systematic Review. *Language Teaching Research Quarterly*, 48, 297-336, <https://doi.org/10.32038/ltrq.2025.48.18>.
- Mustamir, A. (2024). Sociocultural influences on speaking anxiety in Indonesian EFL classrooms. *Indonesian Journal of Language Studies*, 8(2), 145-159, <https://doi.org/10.25134/erjee.v12i2.9950>.
- Oga-Baldwin, W. L. Q., & Fryer, L. K. (2023). Motivation and anxiety in second language communication. *Language Learning*, 73(2), 321-350, <https://doi.org/10.1111/lang.12547>.
- PanPapi, M., & Hiver, P. (2024). Cognitive-affective dynamics in L2 speaking. *The Modern Language Journal*, 108(2), 327-345, <https://doi.org/10.1111/modl.12893>.
- Pinner, R. (2021). Authenticity and motivation in CLIL: Creating a meaningful purpose by experiencing the language in use. In *International perspectives on CLIL* (pp. 23-41). Cham: Springer International Publishing, https://doi.org/10.1007/978-3-030-70095-9_2.
- Portugal-Toro, A., García-Peñalvo, F. J., Balderas Ruiz, L. A., & Vences Esparza, A. (2025, July). Cognitive and affective processes in second language oral communication: a mixed methods research. In *Frontiers in Education* (Vol. 10, p. 1571099). Frontiers, <https://doi.org/10.3389/feduc.2025.1571099>.
- Pujiati, T., & Arjulayana, A. (2024). Investigating multimedia-aided teaching (MAT) in ESP class: A case study from Sharia Business Law course. *Journal on English as a Foreign Language*, 14(2), 756-781, <https://doi.org/10.23971/jefl.v14i2.8438>.
- Houn, T., & Em, S. (2022). COMMON FACTORS AFFECTING GRADE-12 STUDENTS'SPEAKING FLUENCY: A SURVEY OF CAMBODIAN HIGH SCHOOL STUDENTS. *Jurnal As-Salam*, 6(1), 11-24, <https://doi.org/10.37249/assalam.v6i1.360>.
- Revilla, M., & Ochoa, C. (2017). Ideal and maximum length for a web survey. *International Journal of Market Research*, 59(5), 557-565, <https://doi.org/10.2501/ijmr-2017-039>.
- Rost, M. (2024). *Teaching and researching listening*. Routledge,

- <https://doi.org/10.4324/9781003390794>.
- Sadraei, F. S., Ebrahimi, Z., & Xodabande, I. (2024). Perfectionism, emotion regulation, and teacher retention: An examination of Iranian early career language teachers' well-being. *Heliyon*, 10(16), <https://doi.org/10.1016/j.heliyon.2024.e36444>.
- Sampson, R. J., & Pinner, R. (2025). Complexity perspectives on L2 anxiety. *Applied Linguistics*, 46(1), 1–22, <https://doi.org/10.1093/applin/amad063>.
- Syam, F., Umar, N. J., Faiqoh, E., & Pratiwi, W. R. (2025). Vocational EFL students' challenges in oral presentation. *International Journal of Research on English Teaching and Applied Linguistics*, 5(1), 22–35, <https://doi.org/10.30863/ijretal.v5i2.7314>.
- Sulistiyowati, E. (2023). Speaking anxiety among high-achieving EFL students in Indonesian universities. *Journal of Applied Linguistics and Literacy*, 7(1), 1–14, <https://doi.org/10.26714/aree.1.1.2023.37-47>.
- Teimouri, Y., Plonsky, L., & Tabandeh, F. (2024). L2 anxiety: A meta-analytic review. *Studies in Second Language Acquisition*, 46(1), 1–28, <https://doi.org/10.1177/1362168820921895>.
- Virgonita, S. (2023). *Exploring EFL Student's Anxiety In Public Speaking Performance (A Study at the 2nd Grade Student of SMK 4 South Bengkulu in Academic Year 2022/2023)* (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu), <https://doi.org/10.14421/edulab.2022.71.05>.
- Wang, Y., Wang, N., & Shen, B. (2024). A Network Approach to Language Learning Burnout, Negative Emotions, and Maladaptive Emotion Regulation Strategies. *Studies in Second Language Learning and Teaching*, 14(3), 421–451, <https://doi.org/10.14746/ssllt.35845>.
- Weng, F., & Liu, X. (2024). Exploring second language students' language assessment literacy: impact on test anxiety and motivation. *Frontiers in psychology*, 15, 1289126, <https://doi.org/10.3389/fpsyg.2024.1289126>.
- Wu, H. (2024, May). The more, the better? A multivariate longitudinal study on L2 motivation and anxiety in EFL oral presentations. In *Frontiers in Education* (Vol. 9, p. 1394922). Frontiers Media SA, <https://doi.org/10.3389/educ.2024.1394922>.
- Xu, J., Qiu, X., & Yang, L. (2025). Unraveling the dynamics of English communicative motivation and self-efficacy through task-supported language teaching: a latent growth modeling perspective. *International Review of Applied Linguistics in Language Teaching*, 63(1), 367–389, <https://doi.org/10.1515/iral-2023-0038>.
- Yashima, T., & Ikeda, M. (2024). Willingness to communicate and anxiety in academic contexts. *System*, 117, 102995, <https://doi.org/10.1016/j.system.2023.102995>.
- Yuan, H. (2025). Artificial intelligence in language learning: biometric feedback and adaptive reading for improved comprehension and reduced anxiety. *Humanities and Social Sciences Communications*, 12(1), 1–16, <https://doi.org/10.1057/s41599-025-04878-w>.
- Yunus, A. B., & Amin, S. (2024). Exploring EFL students' public speaking anxiety in tertiary level. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2), 2157–2174, <https://doi.org/10.24256/ideas.v12i2.5894>.
- Zheng, Y. B., Zhou, Y. X., Chen, X. D., & Ye, X. D. (2025). The influence of large language models as collaborative dialogue partners on EFL English oral proficiency and foreign language anxiety. *Computer Assisted Language Learning*, 1–27, <https://doi.org/10.1080/09588221.2025.2453191>.
- Zheng, Z., Buarabha, H., Sriruksa, A., & Syers, S. (2025). Understanding Stress and Academic Adaptation: A Comparative Study of Chinese International Students in Thailand. *Journal of Ecohumanism*, 4(1), 1049–1063, <https://doi.org/10.62754/joe.v4i1.5911>.